



## School Leader's Guide to 2010 School and District Accountability Reports

This brief guide provides information about 2010 school and district accountability reports, and explains Adequate Yearly Progress (AYP) – a key component of the accountability and assistance system the Commonwealth of Massachusetts has put in place to measure the extent to which districts, schools, and student groups demonstrate proficiency in English language arts (ELA) and mathematics. AYP reports, issued each year, show the progress schools and districts are making toward having all students reach proficiency by the year 2014, the principal goal of NCLB.

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### Additional Resources

2010 Glossary of Accountability Reporting Terms	<a href="http://profiles.doe.mass.edu/ayp/ayp_report/glossary2010.html">profiles.doe.mass.edu/ayp/ayp_report/glossary2010.html</a>
AYP Materials and Reports	<a href="http://www.doe.mass.edu/sda/ayp/">www.doe.mass.edu/sda/ayp/</a>
NCLB Accountability Status and Required Actions	<a href="http://www.doe.mass.edu/sda/ayp/2010/statuschart.doc">www.doe.mass.edu/sda/ayp/2010/statuschart.doc</a>
NCLB/Title I School Choice	<a href="http://www.doe.mass.edu/sda/choice.html">www.doe.mass.edu/sda/choice.html</a>
Supplemental Educational Services (SES)	<a href="http://www.doe.mass.edu/ses/">www.doe.mass.edu/ses/</a>
NCLB Information for Parents and Guardians	<a href="http://www.doe.mass.edu/nclb/parents.html">www.doe.mass.edu/nclb/parents.html</a>
School and District Accountability and Assistance	<a href="http://www.doe.mass.edu/sda/">www.doe.mass.edu/sda/</a>
School and District Profiles	<a href="http://profiles.doe.mass.edu/">http://profiles.doe.mass.edu/</a>

## Key Changes to 2010 Accountability Reporting

### Adoption of Single, Statewide Graduation Rate Goal and Annual Targets

In accordance with the October 2008 federal requirement that all states to set a single graduation rate goal and annual targets, in December 2009 the Massachusetts Board of Elementary and Secondary Education adopted a single, statewide graduation rate goal of 95 percent (four-year rate) by the 2018-2019 school year, and annual targets toward that goal beginning with the 2009-2010 school year.

For 2010 AYP determinations, Massachusetts public high schools and districts at the grade 9-12 grade span will have to meet at least one of the following criteria:

- **A four-year graduation rate of 70 percent** applied to the 2009 graduation cohort, or
- **A two percentage point increase in the four-year graduation rate** from the 2008 cohort to 2009 cohort; or
- **A five-year graduation rate of 75 percent** applied to the 2008 graduation cohort.

The four-year graduation rate target increases to 75 percent for 2011 and 2012 AYP determinations, 80 percent for 2013 and 2014 AYP determinations, and so on up to 95 percent for 2019 AYP determinations, as shown in the table below. The five-year graduation rate target increases to 80 percent for 2011 and 2012 AYP determinations, 85 percent for 2013 and 2014 AYP determinations, and so on up to 100 percent for 2019 AYP determinations, as shown in the table below.

**Table 1 – Massachusetts Graduation Rate Goals and Targets, 2010-2019**

AYP Determinations	Four-Year Rate	Five-Year Rate
2009-2010	70	75
2010-2011	75	80
2011-2012	75	80
2012-2013	80	85
2013-2014	80	85
2014-2015	85	90
2015-2016	85	90
2016-2017	90	95
2017-2018	90	95
2018-2019	95	100

### Change in Composite Performance Index (CPI) Calculations for Certain MCAS Alternate Assessment (MCAS-Alt) Results

Between 2005 and 2009, the U.S. Department of Education (ED) granted states flexibility in their treatment of the special education student population for accountability purposes. Specifically, the policy allowed Massachusetts to treat up to three percent of students taking the MCAS-Alt "as if proficient" by assigning 100 CPI points for scores in the *Progressing* range. This flexibility expired at the end of the 2009-2010 school year, however, and ED now requires the Massachusetts Department of Elementary and Secondary Education (ESE) to ensure that the total number of students taking the MCAS-Alt who receive 100 CPI points and are included in AYP determinations does not exceed one percent of the total number of students assessed. To meet this requirement, ESE has implemented the following policy changes:

1. Beginning with 2010 MCAS and AYP reporting, ESE assigns 100 CPI points only to students scoring *Progressing* on the MCAS-Alt who have been identified through the Student Information Management System (SIMS) as having the following primary disability types: *Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay*. These are the students most likely to have significant cognitive disabilities, whose performance is appropriately measured by alternate achievement standards. If necessary, ESE further prioritizes among these students based on reported level of need for special education services and/or their level of complexity scores on the MCAS-Alt, in order to maintain a cap of one percent on the percentage of students treated "as if proficient."
2. ESE assigns 75 CPI points to students scoring at the *Progressing* level on the MCAS-Alt if they were reported in SIMS as having the following primary disability types: *Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities, Neurological*.
3. If further prioritizing is necessary to stay within the one percent limit, ESE assigns 75 CPI points to any student scoring *Progressing* on the MCAS-Alt who was reported as having any of the primary disability types listed in #1 above and as having a Low level of need for special education services.
4. All other students with disabilities assessed using the MCAS-Alt who do not score at the *Progressing* level continue to be assigned CPI points in accordance with prior year procedures (see Tables 3, 4 and 5 below). Students scoring at the *Emerging* level receive 75 CPI points, *Awareness* 50 CPI points, and *Portfolio Incomplete* 25 CPI points.

### Reporting of State Accountability and Assistance Levels

Beginning in 2010, accountability reports for all schools and districts (except charter schools) will display a state Accountability and Assistance Level of 1 to 5 indicating its placement on the *Framework for Accountability and Assistance*, the five-level system for district and school accountability and assistance approved by the Board of Elementary and Secondary Education and implemented by ESE pursuant to state regulations (603 CMR 2.03(1)):

1. **Level 1** - Districts with no schools in Corrective Action or Restructuring; schools identified for Improvement Year 1 or Improvement Year 2 (aggregate or subgroups)
2. **Level 2** - Districts with schools in Corrective Action or in Restructuring; schools identified for Corrective Action or Restructuring (aggregate or subgroups)
3. **Level 3** - Districts with one or more schools among the lowest-performing 20% based on quantitative indicators; schools scoring in the lowest 20 percent statewide of schools serving common grade levels, regardless of NCLB accountability status
4. **Level 4** - Districts identified by quantitative and qualitative indicators through a district review; districts with one or more schools among the lowest-performing and least improving 2% based on quantitative indicators; schools among the lowest-performing and least improving 2% based on quantitative indicators, regardless of NCLB accountability status
5. **Level 5** - Districts or schools declared by the Board as requiring "Joint District-ESE Governance"<sup>1</sup>

For more information on the framework and the accountability and assistance activities connected with each level, see: <http://www.doe.mass.edu/sda/framework/default.html>.

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<sup>1</sup> There are no Level 5 districts or schools at this time.

## Reporting of State Commendation Designations

Beginning in 2010, accountability reports for some schools<sup>2</sup> will display a “Commended For” label followed by a note indicating the reason(s) why the school is being commended: *narrowing proficiency gaps; high growth; and/or exiting NCLB Accountability Status*:

### 1. Schools Commended for Narrowing Proficiency Gaps

Schools that substantially narrowed proficiency gaps for low income, limited English proficient, and special education students over a two-year period. The schools must:

- a. Have a positive Composite Performance Index (CPI) change for high needs students (students in low income, limited English proficient (LEP)/formerly LEP, or special education subgroup) from 2008-2009 and from 2009-2010 in both English language arts and mathematics and have an overall CPI change of 5 points or greater from 2008-2010 in both subjects;
- b. Increase percentage of high needs students scoring Proficient and Advanced by one or more percentage points from 2008 to 2009 and 2009 to 2010 in both subjects;
- c. Meet the 2010 AYP participation rate and additional indicator (attendance / graduation rate) requirement for all reportable student groups in both subjects; and
- d. Carry same school code from 2007-2010, assess 40 or more high needs students each year from 2007-2010, and serve one or more tested grades each year from 2007 to 2010.

### 2. Schools Commended for High Growth

Schools that demonstrated median growth of 60 or higher for two consecutive years. The schools must:

- a. Have an aggregate median student growth percentile (SGP) of 60 or greater in both English language arts and mathematics for two consecutive years (2009 and 2010);
- b. Meet the 2010 AYP participation rate and additional indicator (attendance / graduation rate) requirement for all reportable student groups in both subjects; and
- c. Carry same school code from 2007-2010, assess 20 or more students in the aggregate in the current year. and be eligible to receive a median SGP in 2010.

### 3. Schools Commended for Exiting NCLB Accountability Status

Schools that exited their NCLB accountability status based on current year AYP determinations. The schools must:

- a. Be identified for *improvement, corrective action or restructuring* under NCLB in 2009-10 and, after making AYP for two years, be assigned to the positive *No Status* category for 2010-11; and
- b. Carry same school code from 2008-2010 and assess 20 or more students in the aggregate in the current year.

## Accountability Reports

Due to the inclusion of new state-level accountability and assistance and commendation information, in 2010 ESE has changed the overall name of the report from the school or district’s Adequate Yearly Progress (AYP) report to its Accountability report. AYP remains a fundamental component of the report.

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<sup>2</sup> Level 4 schools were not eligible for commendation designations in the 2010-2011 school year.

## How is AYP Calculated?

To make Adequate Yearly Progress (AYP) in 2010, districts, schools, and student groups must meet a student participation requirement, an additional attendance or graduation requirement, and either the State’s 2010 performance target for that subject or the group’s own 2010 improvement target.

AYP determinations are made separately for ELA and for mathematics. For each subject there are multiple AYP determinations — for students in the aggregate and for student groups. Student groups for whom AYP determinations are made include students with disabilities, students with limited English proficiency, economically disadvantaged students (eligible for free/reduced price school lunch), and African American/Black, Hispanic, Asian, White, and Native American students. Students are counted in each student group to which they belong; as such, one student can be represented in multiple groups.

AYP determinations are calculated in the aggregate if there are at least 20 students. AYP determinations are calculated for student groups if the group consists of (1) 40 students or more assessed in each year for which performance data is being analyzed and (2) the number of group members is at least 5% of the number of students whose assessment results are included in the school or district's aggregate AYP calculation, or (3) the number of group members is 200 or more.

**Table 2 – How Are AYP Determinations Calculated?**

<b>A + (B or C) + D = Affirmative AYP Determination</b>	
<b>A</b>	<b>MCAS Participation Rate</b> 95% or greater participation in Massachusetts Comprehensive Assessment System (MCAS) and MCAS-Alternate Assessment (MCAS-Alt) tests
+	
<b>B</b>	<b>MCAS Performance</b> 90.2 or greater Composite Performance Index (CPI) in English language arts (ELA); 84.3 or greater CPI in mathematics
OR	
<b>C</b>	<b>MCAS Improvement*</b> Meet or exceed 2010 improvement target (Specific to schools, districts and student groups)
+	
<b>D</b>	<b>Additional Indicator</b> <i>Schools Serving Grades 1-11:</i> 92% or higher attendance rate, or 1 percentage point improvement over 2009 <i>High Schools:</i> 4-year graduation rate of 70 percent applied to the 2009 graduation cohort, or 2 percentage point increase in 4-year graduation rate from the 2008 cohort to 2009 cohort, or 5-year graduation rate of 75 percent applied to the 2008 graduation cohort.

\*A group can also make AYP for improvement by reducing the percentage of non-proficient students by 10% from 2009 to 2010 (“safe harbor”)

### (A) Participation

Participation rates represent the number of students who participated in 2010 MCAS ELA or mathematics tests, or who participated in the MCAS- Alt, divided by the number of students enrolled on the dates MCAS and MCAS-Alt tests are administered. The minimum participation rate required for a student group to make AYP is 95%.

**(B) Performance**

Student performance on academic assessments is a fundamental component in rendering decisions about AYP. Massachusetts uses the Composite Performance Index (CPI), a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alt tests<sup>3</sup> based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number between 0 and 100, which constitutes a district, school or group’s CPI for that subject and student group. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics. A CPI is calculated separately for ELA and mathematics, and at all levels: state, district, school, and student group.

A school or district’s CPI is calculated by combining points generated by students who take the standard MCAS tests (the “proficiency index”) with points generated by students who take the MCAS-Alt (the “MCAS-Alt Index”). The CPI is calculated by determining, in each subject for each student group, the following:

1. **(Table 3)** The number of students who took standard MCAS tests who performed at each of the five proficiency levels set out in Table 3 and multiplying the number at each level times the proficiency index points associated with that level;
2. **(Table 3)** The number of students who participated in the MCAS-Alt for reasons other than significant cognitive impairments who demonstrated performance equivalent to each of the five proficiency levels set out in Table 3 and multiplying the number at each level times the proficiency index points assigned to that level; and
3. **(Table 4)** The number of students with significant cognitive impairments who demonstrated performance at each of the five MCAS-Alt levels shown in Table 4 and multiplying the number at each level times the MCAS-Alt index points associated with that level.
4. **(Table 5)** The point totals from steps one, two and three above are added together and the sum is divided by the total number of students assessed, as shown in the sample CPI calculation in Table 5. The result is a number between 0 and 100, which constitutes the district, school, or group’s CPI for that subject and student group.

**Table 3 – Proficiency Index Points**

For students taking standard MCAS tests and for MCAS-Alt participants who do not have significant cognitive impairments

MCAS Scaled Score or MCAS-Alt Equivalent	Performance Level	Points Awarded
240-280	Proficient and Advanced	100
230-238	Needs Improvement – High	75

**Table 4 – MCAS-Alt Index Points**

For students with significant cognitive impairments taking MCAS-Alt

MCAS-Alt Score	Points Awarded
Progressing ( <i>certain disability types</i> ) <sup>1</sup>	100
Progressing ( <i>certain disability types</i> ) <sup>2</sup>	75

<sup>3</sup> While the majority of students with disabilities take standard paper and pencil MCAS tests, either with or without accommodations, the MCAS-Alt is used to assess the attainment of students who, by reason of severe and complex disabilities, are not able to participate in the standard MCAS testing program. The MCAS-Alt is a portfolio review of student work and other student data, designed to measure knowledge of the key concepts and skills outlined in the learning standards of the Massachusetts Curriculum Frameworks.

220-228	Needs Improvement – Low	50	Emerging	
210-218	Warning/Failing – High	25	Awareness	50
200-209	Warning/Failing – Low	0	Portfolio Incomplete	25
			Portfolio not Submitted	0

<sup>1</sup> Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

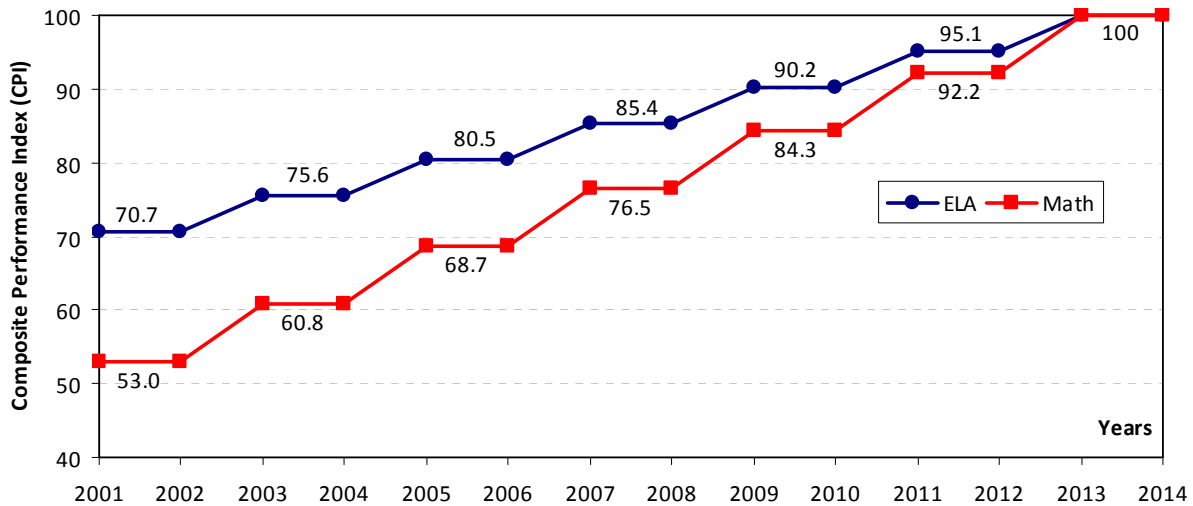
<sup>2</sup> Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities, Neurological

**Table 5 – Sample Composite Performance Index (CPI) Calculation**

MCAS Performance Level	MCAS-Alt Performance Level	Points	# Of Students	Total Points
Proficient and Advanced	Progressing	100	100	10,000
Needs Improvement – High	Emerging	75	35	2,625
Needs Improvement – Low	Awareness	50	15	750
Warning/Failing – High	Portfolio Incomplete	25	10	250
Warning/Failing – Low	Portfolio not Submitted	0	5	0
<b>Totals</b>			<b>165 Students</b>	<b>13,625 Points</b>

**13,625 ÷ 165 = 82.6 CPI**

**Chart 1: State Performance Targets, 2001-2014**



**(C) Improvement**

In addition to demonstrating performance relative to fixed targets, schools, districts, and student groups may also demonstrate AYP by meeting improvement targets that measure student performance relative to their own baselines. To make AYP for improvement, districts, schools and student groups have to demonstrate sufficient gain from 2009 to 2010 to remain on target toward reaching a CPI of 100 by 2014 in ELA and mathematics, respectively.

A baseline CPI is established for each district, school, and student group, which represents the performance of students, tested in grades 3-8 and 10 in 2009. Baseline CPIs are established separately for ELA and for mathematics.

An improvement target for a given subject is calculated by subtracting the district, school, or group's 2009 (baseline) CPI from 100 (the ultimate CPI goal), and dividing the difference by the number of remaining years until the year 2014, including the current year. For 2010 that number is 5.

#### 2010 Improvement Target Calculation

$$\frac{100 - 2009 \text{ CPI}}{\text{Number of remaining years until the year 2014 (5)}}$$

Improvement targets include an "error band" surrounding the target number, also called the "on target range." Schools, districts, and groups have the opportunity to meet their improvement targets even if their CPI falls below the target number. Error bands vary between 1.0 and 4.5, depending on the size of the group measured and whether that group is at the school or district level. Error bands are applied to a group's gain target, not its CPI.

#### (D) Attendance (Schools Serving Grades 1-11)

The attendance rate required to make AYP in 2010 is 92%, or improvement of at least 1 percentage point from 2009. Determinations are made for groups of six or more students. The 2010 attendance rate is calculated by dividing the total number of days students attended school by the total number of days the students were enrolled in 2009-10, as shown below:

#### Attendance Rate Calculation

$$\frac{\text{Total \# days of student attendance}}{\text{Total \# days student enrolled}}$$

Attendance and enrollment data are derived from Student Information Management System (SIMS) end-of-year reports. The attendance rules for 2010 are as follows:

- Only the amount of time a student spends at the school in which they are enrolled on October 1, 2009 factors into school-level attendance calculations. Students are not counted towards multiple schools.
- Students are included in district attendance rate calculations for any time spent in any reported district. District attendance calculations also include students who are out-placed in public collaborative or private alternative schools/programs at public expense.

#### (D) Graduation Rate (High Schools)

In 2010, Massachusetts public high schools and districts at the grade 9-12 grade span have to meet at least one of the following criteria:

- **A four-year graduation rate of 70 percent** applied to the 2009 graduation cohort, or
- **A two percentage point increase in the four-year graduation rate** from the 2008 cohort to 2009 cohort; or
- **A five-year graduation rate of 75 percent** applied to the 2008 graduation cohort.

### NCLB Accountability Status Determinations

A school's No Child Left Behind (NCLB) Accountability Status refers to the category to which it is assigned, based on two or more years of Adequate Yearly Progress (AYP) data, to define the required course of action that must be taken to improve performance. Accountability status designations include

*No Status, Improvement, Corrective Action and Restructuring.* Schools that make AYP in a subject for all student groups for two or more consecutive years are assigned to the positive *No Status* category.

2010 AYP and accountability status determinations for schools serving grades 1-11 are based on four factors: *participation, performance or improvement*, and an additional indicator, *attendance*. For high schools, the additional indicator is the *graduation rate*.

School AYP determinations are based on all grades assessed. District AYP determinations are issued separately for three grade spans – grades 3-5, 6-8, and 9-12 – for students in the aggregate and student groups in English language arts (ELA) and mathematics. District accountability status determinations are driven by these grade span AYP determinations. A district is newly identified for improvement if it fails to make AYP in the same subject area and all grade spans, for students in the aggregate or any group, for two consecutive years. A district is assigned to the positive *No Status* category if it makes AYP in the same subject area for at least one grade span for two consecutive years. (This does not apply to Massachusetts’s districts that consist of a single school; single-school districts receive AYP determinations based on all grades assessed.)

## Performance and Improvement Ratings

Accountability reports show performance and improvement ratings based on aggregate student performance on Massachusetts Comprehensive Assessment System (MCAS) English language arts (ELA) and mathematics tests. These ratings are descriptive terms which describe the progress schools and districts are making toward meeting the goal of all students achieving proficiency in those subjects by the year 2014. School leaders may use these ratings to communicate “big picture” accountability findings to parents, community members, and other stakeholders.

### Performance Ratings

A school or district’s aggregate Composite Performance Index (CPI) is used each year to establish its performance rating. The six performance rating categories and corresponding CPI ranges are: *Very High* (90 – 100), *High* (80 – 89.9), *Moderate* (70 – 79.9), *Low* (60 – 69.9), *Very Low* (40 – 59.9), and *Critically Low* (0 – 39.9).

### Improvement Ratings

Improvement ratings correspond to the amount of aggregate CPI gain a school or district achieved in 2010 as compared to 2009. The improvement that a school or district is expected to make from one year to the next is expressed not as a single numeric target, but as a target range. This range incorporates an “error band” that surrounds the target number, also called the “on target range.” The size of the target range varies depending on the size and score distribution of the particular group being measured. The standard target range is plus or minus 2.5 CPI points, but may be as large as plus or minus 4.5 CPI points for groups smaller than 100. The six improvement rating categories are: *Met NCLB Goal* (improved to within a margin of error of 100 percent proficiency in the aggregate), *Above Target* (improved above target range), *On Target* (improved within target range), *Improved Below Target* (improved above 2009 CPI (the baseline) but below the target range), *No Change* (gain was equivalent to baseline plus or minus the target range), and *Declined* (gain was below baseline and below the target range).

## Frequently Asked Questions about 2010 Accountability Reporting

**Where can I get definitions of the various terms shown on my Accountability Report?** Online accountability reports link to a glossary with brief definitions of the terms included in the report and to a webpage containing this guide and other information.

**What is the difference between the “summary” and “detail” AYP data?** To enhance the user-friendliness of the reports, AYP data are published in two layers— *summary* and *detail*. The summary layer displays overall findings. The detail layer displays more discrete data, including information about the number of students included in AYP determinations for each group and baseline and gain target data.

	(A) Participation			
ENGLISH LANGUAGE ARTS	Enrolled	Assessed	%	Met Target (95%)
Aggregate	222	219	99	Yes
Lim. English Proficient	40	38	95	Yes
Special Education	32	24	75	No

**How is participation calculated?** A required component of AYP calculations, participation rates indicate the number of students who participated in Massachusetts Comprehensive Assessment System (MCAS) and MCAS-Alternate Assessment (MCAS-Alt) tests divided

by the number of students enrolled on the date the tests were administered. Students with limited English proficiency (LEP) enrolled in U.S. schools for the first time are not required to take ELA tests; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). Students absent during testing, including those with a medical excuse, are counted against school and district participation rates as non-participants. A student is neither a participant nor a non-participant (i.e., excluded from both the numerator and the denominator in participation rate calculations) if *all* of the following statements are true: (1) The student transferred during the testing window (between the first day of ELA testing and the last day of testing for mathematics or science); (2) The student missed at least one entire session of the test in question; and (3) The student was not medically excused or absent for the test in question.

	(B) Performance		
MATHEMATICS	N	2010 CPI	Met Target (84.3)
Low Income	97	80.0	No
Afr. Amer./Black	72	87.1	Yes
Asian or Pacif. Isl.	38	88.9	-

**What do my “N” figures represent?** As shown on the *detail* layer, the “N” figure displays the number of students whose assessment results were included in the 2010 Composite Performance Index (CPI) calculation. For schools, this number includes only those students enrolled in that school on or before October 1, 2009. For districts, this number includes all students who took MCAS/MCAS-Alt tests while enrolled in the district, regardless of when they enrolled, including students in

out-of-district placements (i.e., those who attend a non-public school at public expense). The MCAS results of all LEP students in their first year of U.S. schooling are excluded from performance and improvement calculations in ELA and mathematics tests, as are students who did not complete testing.

**Where do the data for my “N” figures come from?** N figures are based on demographic and enrollment information provided through Student Information Management System (SIMS) data provided to ESE by schools and districts, with one exception: The LEP group also includes students who, according to SIMS, were formerly LEP in one of the two prior school years.

**How is the 2010 CPI calculated?** The CPI is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS/MCAS-Alt tests based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number between 0 and 100, which constitutes a district, school, or group’s CPI for that subject and student group. The 2010 CPI displayed in AYP reports is based on the scores of all students in the district or school taking MCAS tests in grades 3-8 and 10 in spring 2010. For more information, see the section above entitled “How is AYP Calculated?”

**What are the 2010 state performance targets for ELA and mathematics?** To make AYP, districts, schools, and student groups must meet either the state performance target or their own improvement target for ELA and for mathematics, respectively. These targets increase every two years. For 2010, the state performance target for ELA is a CPI of 90.2 points; for mathematics, 84.3. A “Yes” is displayed in the Performance Met Target column for each reportable group whose 2010 CPI met or exceeded the state performance target for that subject.

	(B) Performance			(C) Improvement			
MATHEMATICS	N	2010 CPI	Met Target (84.3)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target
Hispanic	110	89.7	Yes	76.4	4.7	78.6-83.6	Yes
Native American	40	90	Yes	81.1			
White	39	88.6	-	-	-	-	-

**How is the Improvement Gain Target calculated?**

A district, school or group’s CPI for one year is equivalent to its Baseline for the following year, and is based on the ELA and

mathematics performance, respectively, of students tested in grades 3-8 and 10 in that prior year. As displayed on detailed school and district AYP reports, the Gain Target represents the amount of improvement, measured in CPI points, that a district, school or group is expected to make between 2009 and 2010 in order to make AYP. Gain targets are calculated by subtracting the 2009 CPI (Baseline) from 100 (the ultimate CPI goal), and dividing the difference by the number of years (5) between 2009 and 2014. Gain targets are specific to each district, school and group.

**What does the On Target Range represent?** The improvement that a school or district is expected to make from one year to the next is expressed not as a single numeric target, but as a target range. This range includes an “error band” surrounding the target number, also called the “on target range.” The size of the target range varies depending on the size and score distribution of the particular group being measured. Consequently, a district, school, or student group may meet its target even though its CPI is below the target number. The standard target range is 2.5, but may be as large as 4.5 for groups smaller than 100. The target range is only applied to a group’s improvement target, not its performance target. As shown on detailed school and district AYP reports, the On Target Range displays the minimum and maximum CPI scores required for a district, school or student group to remain on target toward NCLB’s goal of 100% proficiency by the year 2014, taking into consideration the error band surrounding each group's gain target. The smaller number in the On Target Range represents the gain target minus the error band, while the larger number in the On Target Range represents the gain target plus the error band.

**My school’s AYP data does not include any data on improvement. Why is that?** For a new school or school that did not have performance data for 20 or more students in 2010, the school’s current performance CPI is used to render AYP determinations for the aggregate and for student groups.

**How is the attendance rate calculated?** Attendance is the additional AYP indicator for schools serving grades 1-8. The attendance rate required to make AYP in 2010 is 92%, or improvement of at least 1 percentage point from 2009, and determinations are made for groups of six or more students. The 2010 attendance rate is calculated by dividing the total number of days students attended school by the total number of days students were enrolled in the 2009-10 school year. Only the amount of time a student spent at the school in which they were enrolled on October 1, 2009 factored into school-level attendance calculations. Students were not counted towards multiple schools. Students were included in district attendance rate calculations for any time spent in any reported district. District attendance

calculations also included students who were out-placed in public collaborative or private alternative schools/programs at public expense.

	(D) Grad Rate			
ENGLISH LANGUAGE ARTS	2009 (4yr)	Change (4yr)	2008 (5yr)	Met Target
Aggregate	80	1	90	Yes
Afr. Amer./Black	70	2	74	Yes
Asian or Pacifc. Isl.	70	1	75	Yes
Hispanic	70	1	74	No

**How are the graduation rates calculated?** Graduation rates are calculated by dividing the number of students in a cohort who graduated in four years or less by of the total number of students in the cohort (the number of first-time entering 9<sup>th</sup> graders four years earlier, excluding transfers out and

including transfers in). In 2010, Massachusetts public high schools and districts at the grade 9-12 grade span have to meet at least one of the following criteria:

- **A four-year graduation rate of 70 percent** applied to the 2009 graduation cohort, or
- **A two percentage point increase in the four-year graduation rate** from the 2008 cohort to 2009 cohort; or
- **A five-year graduation rate of 75 percent** applied to the 2008 graduation cohort.

Additional information on the graduation rate, including a list of frequently asked questions, is available at [www.doe.mass.edu/infoservices/reports/gradrates/](http://www.doe.mass.edu/infoservices/reports/gradrates/).

**Are there any differences between the graduation rate data published by ESE last winter and the graduation rate data used to generate the 2010 AYP determinations?** In 2006 ESE changed its collection of student race and ethnicity data to meet revised federal reporting standards and began reporting MCAS results for two additional student groups: Native Hawaiian/Pacific Islander and Multi-Race/Non-Hispanic. On AYP reports, ESE continues to report students who are identified as Native Hawaiian in the Asian or Pacific Islander subgroup, and assigns students who are identified as non-Hispanic and having two or more races to the aggregate group only.

**Why do 2010 Accountability Reports show graduation rates for the 2008 and 2009 cohorts?**

Using data for prior cohorts allows us to use a data set that has been thoroughly reviewed by district and ESE staff. We will not have complete graduation rate data for the 2010 graduation cohort until late fall 2010, after the October SIMS reporting period and the 2010 cohort data review period have closed.

**My school's Accountability report shows a CPI and improvement information for a group but does not say whether it met the target or made AYP. Why is this?** Student groups of fewer than 40 students assessed in 2010 do not qualify for AYP determinations. To qualify, a group must also constitute at least 5% of the total number of students assessed in the school or district. However, all groups larger than 200 qualify. For informational purposes, CPI data are displayed for groups of 20 or more students.

**The figures displayed on my district Accountability report for each grade span (3-5, 6-8, 9-12) do not match the figures on my school Accountability report(s). Why is this?** District AYP determinations include all students in the district, including those who are placed in private settings and educational collaboratives for the purpose of receiving special education or other services. In some cases, a student group at the school level may not qualify for AYP determinations because it did not meet the minimum group size requirements (See above). Data for these students, however, are included in district AYP determinations in the aggregate and any groups to which the students belong. Likewise,

students are included in district attendance rate calculations for any time spent in any reported district. Moreover, district AYP performance calculations include all students enrolled in the district during the testing window, while school AYP performance calculations only include students enrolled in the school as of October 1, 2009 and tested in the same school during the testing window (the period between the March and June SIMS submissions).

**The early childhood school in my district received an AYP determination, even though it does not serve any grades tested in MCAS. Why is this?** In accordance with NCLB, ESE renders AYP determinations for schools serving grades 1 and/or 2. SIMS allows ESE to follow graduates of these early childhood schools and apply results from their grade 3 reading and mathematics tests to their former schools. 2010 AYP determinations for early childhood schools are based on the spring 2010 MCAS scores of grade 3 students who were enrolled in the early childhood school in grade 1 as of October 2007 or grade 2 as of October 2008, whichever was the highest grade served at the school. 2010 AYP attendance calculations are based on the school's 2009-10 SIMS data for grades 1 and/or 2.

**What students are included in my LEP group?** In addition to LEP students, the LEP group includes students who, according to district SIMS reports from the past two years (going back to October 2007), have progressed to a point where they can perform ordinary classroom work in English ("formerly LEP").

**Is there a limit on the number of students who can take the MCAS-Alt?** In accordance with NCLB, alternate standards may be used to measure the performance/progress of significantly cognitively impaired students. MCAS-Alt is the instrument Massachusetts uses to assess the attainment of students who, by reason of severe and complex disabilities, are not able to participate in standard MCAS testing. NCLB currently permits one percent of the total number of students assessed statewide and in each school district to be considered proficient using alternate standards. We routinely issue waivers, however, for districts in which more than one percent of students are significantly cognitively impaired.

**This year ESE changed the way CPI points are assigned to certain students taking the MCAS-Alt. How will this affect AYP determinations for my school or district?** To ensure an "apples to apples" comparison in making determinations about improvement from 2009 to 2010, ESE recalculated each school's and district's baseline CPI (2009 CPI) using the same rules governing the assignment of CPI points to students taking the MCAS-Alt for 2010. (See page 2 for details about the change.)

**What if the attendance of my school or district's medically-fragile students' adversely affects our overall attendance rate?** We recognize that students with medical conditions or disabilities that result in long-term or frequent absences can affect attendance rates. When such cases lead to identification of a school or district for improvement, corrective action, or restructuring, the determination may be appealed (see below). When appealing an AYP determination based on medical absences, be prepared to provide documentation from the concerned students' doctors, in addition to attendance data and documentation of home- or hospital-based tutoring that was provided.

**How do I report a discrepancy in my preliminary data? The discrepancy reporting period for AYP data will be open from August 6 through August 12, 2010 via an online reporting tool linked from preliminary AYP data in the Security Portal.** The following types of discrepancies are reportable through the tool: (A) 2010 Preliminary AYP Report Shell Discrepancies, such as apparent factual errors or mistakes in display or calculation of preliminary AYP data; and (B) closed schools, such as a school that was closed during the 2009-2010 school year and therefore should not receive an AYP report in 2010. We will repair discrepancies resulting from our own processing errors, and we will review requests for corrections of discrepancies resulting from certain school- or district-based errors. Please note that the reporting window for high school graduation rate-related discrepancies for the 2009 cohort closed in winter 2010; further corrections to these data will not be accepted. Similarly, corrections to data

submitted by districts in 2009-10 SIMS collections will not be accepted. **All MCAS-related discrepancies must be reported via [www.mcasservicecenter.com](http://www.mcasservicecenter.com) during the MCAS Discrepancy Window, which is also from August 6 through August 12, 2010.**

**Beginning with the 2007-2008 school year, NCLB requires testing in science. Is science included in AYP determinations?** No. 2010 AYP determinations are only based on student achievement in ELA and mathematics, participation in these MCAS subject area tests, and performance or improvement on the additional academic indicator (attendance or graduation rate).

**Does Massachusetts' growth model factor into AYP determinations?** No.

**Can I appeal an AYP determination?** Beyond the correction of data discrepancies, there is a process established for appealing AYP determinations **when those findings lead to the identification of a school or district for improvement, corrective action, or restructuring.** A letter detailing the appeal can only be submitted by the district superintendent or charter school leader, and should be e-mailed to [AYP@doe.mass.edu](mailto:AYP@doe.mass.edu). Since being posted in late August, the 2010 accountability data have been subjected to extensive external and internal review. As such, ESE has set **Wednesday, October 14, 2010** as the deadline for submitting appeals.

**What are the consequences for schools or districts that do not make AYP?** The consequences for not making AYP vary depending on the circumstances, including the number of years the school or district has not made AYP and whether it receives federal Title I funds. See our guidance entitled *2010-2011 School & District Accountability Status and Required Actions* for more specific information.

**Where can I find more information about NCLB Requirements and the Massachusetts School and District Accountability and Assistance System?** Information about NCLB is can be found at <http://www.doe.mass.edu/nclb/>. Information about the accountability system and assistance system, including school and district Accountability and Assistance Levels and AYP determinations, can be found at [www.doe.mass.edu/sda/](http://www.doe.mass.edu/sda/).

**Table 6 – School Accountability Status: 2010-2011 Academic Year<sup>4</sup>**

2009 Status (in ELA or math; aggregate or subgroups)	2009 AYP	2010 AYP	2010 Status	Required Action(s) for Identified Schools
RESTRUCTURING – YR 2+	NO	NO	RESTRUCTURING – YR 2+	CHOICE / SES / RES
RESTRUCTURING – YR 2+	NO	YES	RESTRUCTURING – YR 2+	CHOICE / SES / RES
RESTRUCTURING – YR 1	NO	NO	RESTRUCTURING – YR 2+	CHOICE / SES / RES
RESTRUCTURING – YR 1	YES	NO	RESTRUCTURING – YR 2+	CHOICE / SES / RES
RESTRUCTURING – YR 1	NO	YES	RESTRUCTURING – YR 1	CHOICE / SES / RES PLAN
RESTRUCTURING – YR 1	YES	YES	NO STATUS	NONE
CORRECTIVE ACTION	NO	NO	RESTRUCTURING – YR 1	CHOICE / SES / RES PLAN
CORRECTIVE ACTION	YES	NO	RESTRUCTURING – YR 1	CHOICE / SES / RES PLAN
CORRECTIVE ACTION	NO	YES	CORRECTIVE ACTION	PLAN / CHOICE / SES / CA

<sup>4</sup> The consequences described herein apply to all Massachusetts public schools receiving federal Title I funds. Title I and non-Title I schools identified for improvement are required to develop or revise plans to improve student performance. For non-Title I schools in corrective action status, districts must take at least one corrective action to improve student performance. For non-Title I schools in restructuring status, districts must make fundamental changes in the school to improve student performance.

2009 Status (in ELA or math; aggregate or subgroups)	2009 AYP	2010 AYP	2010 Status	Required Action(s) for Identified Schools
CORRECTIVE ACTION	YES	YES	NO STATUS	NONE
IMPROVEMENT – YR 2+	NO	NO	CORRECTIVE ACTION	PLAN / CHOICE / SES / CA
IMPROVEMENT – YR 2+	YES	NO	CORRECTIVE ACTION	PLAN / CHOICE / SES / CA
IMPROVEMENT – YR 2+	NO	YES	IMPROVEMENT – YR 2+	PLAN / PD / CHOICE / SES
IMPROVEMENT – YR 2+	YES	YES	NO STATUS	NONE
IMPROVEMENT – YR 1	NO	NO	IMPROVEMENT – YR 2+	PLAN / PD / CHOICE / SES
IMPROVEMENT – YR 1	YES	NO	IMPROVEMENT – YR 2+	PLAN / PD / CHOICE / SES
IMPROVEMENT – YR 1	NO	YES	IMPROVEMENT – YR1	PLAN / PD / CHOICE
IMPROVEMENT – YR 1	YES	YES	NO STATUS	NONE
NO STATUS	NO	NO	IMPROVEMENT – YR1	PLAN / PD / CHOICE
NO STATUS	YES	NO	NO STATUS	NONE
NO STATUS	NO	YES	NO STATUS	NONE
NO STATUS	YES	YES	NO STATUS	NONE

Action	Description	Occurs When
PLAN	Improvement Planning	School does not make AYP for two consecutive years, thus entering Improvement status
PD	Professional Development	School does not make AYP for two consecutive years, thus entering Improvement status
CHOICE	Public School Choice	School does not make AYP for two consecutive years, thus entering Improvement status
SES	Supplemental Educational Services	School is in Improvement status for two or more years
CA	Corrective Action	School is in Improvement status for three or more years
RES PLAN	Planning for Restructuring	School is in Corrective Action status for two years
RES	Restructuring	School is in Corrective Action status for three or more years

**Table 7 – District Accountability Status: 2009-10 Academic Year<sup>5</sup>**

2009 Status (in ELA or math)	2008 AYP (ELA or math; all grade spans)	2010 AYP (ELA or math; all grade spans)	2010 Status	Required Action(s) for Identified Districts
CORRECTIVE ACTION	NO	YES	CORRECTIVE ACTION	CA
CORRECTIVE ACTION	YES	YES	NO STATUS	NONE
IMPROVEMENT – YR 2+	YES	NO	CORRECTIVE ACTION	CA
IMPROVEMENT – YR 2+	YES	YES	NO STATUS	NONE
IMPROVEMENT – YR 2+	NO	NO	CORRECTIVE ACTION	CA
IMPROVEMENT – YR 2+	NO	YES	IMPROVEMENT – YR 2+	PLAN / PD
IMPROVEMENT – YR 1	NO	NO	IMPROVEMENT – YR 2+	PLAN / PD
IMPROVEMENT – YR 1	YES	NO	IMPROVEMENT – YR 2+	PLAN / PD
IMPROVEMENT – YR 1	NO	YES	IMPROVEMENT – YR1	PLAN / PD

<sup>5</sup> The professional development consequences described herein apply to all Massachusetts public school districts receiving federal Title I funds. Improvement planning and corrective action consequences apply to all Massachusetts public school districts.

2009 Status (in ELA or math)	2008 AYP (ELA or math; all grade spans)	2010 AYP (ELA or math; all grade spans)	2010 Status	Required Action(s) for Identified Districts
IMPROVEMENT – YR 1	YES	YES	NO STATUS	NONE
NO STATUS	NO	NO	IMPROVEMENT – YR1	PLAN / PD
NO STATUS	YES	NO	NO STATUS	NONE
NO STATUS	NO	YES	NO STATUS	NONE
NO STATUS	YES	YES	NO STATUS	NONE

Action	Description	Occurs When
PLAN	Improvement Planning	District does not make AYP for two consecutive years, thus entering Improvement status
PD	Professional Development	District does not make AYP for two consecutive years, thus entering Improvement status
CA	Corrective Action	District is in Improvement status for three or more years

#### Corrective Actions for Districts

In accordance with the No Child Left Behind Act (NCLB), when a State identifies a district for Corrective Action the State must: (1) continue to ensure that the district is provided with technical assistance; and (2) take at least one of the following corrective actions, as consistent with State law:

- Defer programmatic funds or reduce administrative funds;
- Institute and fully implement a new curriculum based on State and local content and academic achievement standards that includes appropriate, scientifically research-based professional development for all relevant staff;
- Replace district personnel who are relevant to the inability of the district to make adequate progress;
- Remove individual schools from the jurisdiction of the district and arrange for their public governance and supervision;
- Appoint a receiver or trustee to administer the affairs of the district in place of the superintendent and school board; and/or
- Abolish or restructure the district.